



Feedback and Marking Policy

Our Feedback and Marking policy is based on good practice in assessment and recording and is one way we support and record children's learning.

Our policy promotes a consistent but developmental approach to feedback and marking appropriate to the subject, the nature of the task and the needs and age of the child.

Principles underlying Feedback and Marking

- Feedback and marking is given against the key learning objectives identified in our planning although other significant evidence may be recorded where appropriate.
- Feedback and Marking, which may be verbal or written as appropriate, takes place during a piece of work or as soon after as is practical.
- Monitoring, through observation and work scrutiny, will look for a consistent whole-school approach, ensure that there is progression, high expectations in feedback and marking and a clear link with the learning objectives as they appear in planning.

Involving Children

- Feedback and Marking supports a learning environment in which it is 'safe to fail' and in which we learn from our mistakes.
- Children are made aware of the learning objective, the purpose of the task and success criteria where appropriate.
- Wherever possible, feedback or marking is positive and aims to show the child where they have done well. This may include stickers, stamps and teampoints. It may also indicate a limited number of opportunities for improving their work.
 - Children are involved in the marking process by being aware of what is expected of them, what progress they are making and by taking increasing responsibility for checking and improving their own work. Marking is seen as a two way dialogue between child and teacher to facilitate progress.
- If work is unacceptable due to lack of effort it will be made clear to the child that we know that they are capable of more than they have shown in the piece of work. There should be clear expectations for every task, and agreed consequences if these are not reached.
- Self-evaluation is taught and used to help children learn more effectively. This may include children's reflections on success criteria, dialogue with the teacher, paired assessment etc.

Dating

- In the Foundation stage work is dated by staff.
- From Year 1 children are encouraged to date their work using short date (ie 2.3.01) as soon as they are able.
- In Key Stage 2 children record the date in short date form for maths and the full version for English based work.

Correct Responses

Marking will be completed in a colour contrasting to the children's work.

We use ticks to indicate:

- A correct answer (where it can only be right/wrong).
- Steps along the way which are correct (eg in writing, an investigation or multi-stage process).
- Something, which is very good within a piece of work (includes use of 'double tick').

- Where work has been quickly scanned and is viewed as being appropriate the teacher will record with a ✓ as an acknowledgement that the work has been seen.

Incorrect responses

We only use crosses where appropriate eg

- Mental arithmetic.
- One-word/short answers (when it can only be right or wrong).
- Multiple choice questions.
- If a child has misunderstood and is repeating the same mistake (eg place value, word ending etc) we will re-teach and then offer the child the opportunity to self-correct.
- If the child has worked correctly through part of a multi-stage task (eg problem solving), we will acknowledge by a tick or comment all those parts which are correct, in order to identify more clearly the point of error.

Special Needs

- Feedback and marking for children with special needs will be particularly sensitive and acknowledge small steps and effort.
- Feedback and marking supports targets identified in a child's IEP.

Monitoring

Monitoring will be carried out by the Headteacher and appropriate subject co-ordinators as an integral part of the monitoring process. See Monitoring Policy.

Additional Information for English

Writing

- Marking symbols are used consistently (Appendix 1a) and children are clear about the purpose of the task and the assessment criteria. Our marking is focussed on the learning objectives.
- We do not expect children to be 'perfect' writers. They are developing and orchestrating a range of complex skills. This takes many years to perfect!
- Next steps are set to give an opportunity for each child or group to address their own immediate priorities in writing across the curriculum.
- Paired marking with children working as response partners will be used as appropriate.

Phonics/Spelling

- Our marking of spelling depends on the task and the child but will usually focus on key words or high frequency words. We encourage self-correction where appropriate and seek a balance between correct spelling and fluent writing.

Handwriting

- Appropriate presentation is important and handwriting is taught and marked as a key skill.
- Children are encouraged to try hard with their presentation, given feedback when relevant.

Additional Information for Mathematics

- Correct answers are marked with a tick; incorrect answers are marked with a dot.

Marking of Writing

| Symbol | Function |
|---|---|
| √ | This is good |
| ^ | Omission: a word (or a letter) is missing |
| O | Wrong case (upper/lower) or wrong/missing punctuation |
| sp. — | Spelling error (please self-correct) |
|  | Vocabulary: wrong word/choose a 'better' word |
| // | New paragraph needed |
| ? | What do you mean? Explain. Check. |
| (V) | Verbal feedback given in discussion with pupil |
| (P.C.) | Peer checked; checking pupil should also initial |
| (S.C.) | Self-checked |
| (G) | Work completed within an adult-guided group |
| (S) | Work completed with adult support |
| (I) | Work completed independently |